

Texas Education Agency Standard Application System (SAS)

2016–2018 PreK Partnership Planning Grant

Program authority:	The Child Care and Development Block Grant Act of 2014 (CCDBG Act) and Texas Education Code (TEC) §29.158.	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.	
Application deadline:	5:00 p.m. Central Time, October 25, 2016	Place date stamp here.
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</div>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Document Control Center Texas Education Agency 2016 NOV -7 PM 1:26 </div>
Contact information:	Marnie Glaser: marnie.glaser@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Lewisville ISD	061902		
Vendor ID #	ESC Region #	DUNS #	
17922	XI	071372338	
Mailing address	City	State	ZIP Code
1565 W. Main Street	Lewisville	TX	75067

Primary Contact

First name	M.I.	Last name	Title
Kathy		Haule	Early Childhood Supervisor
Telephone #	Email address		FAX #
469-948-8227	haulek@lisd.net		972-350-9598

Secondary Contact

First name	M.I.	Last name	Title
Adrienne		Gall	Dir of Elem Curr & Programs
Telephone #	Email address		FAX #
469-713-5200	galla@lisd.net		972-350-9593

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

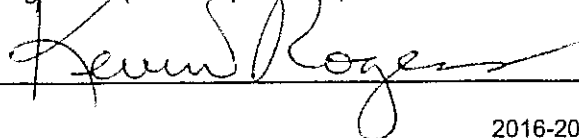
Authorized Official:

First name	M.I.	Last name	Title
Kevin		Rogers	Superintendent
Telephone #	Email address		FAX #
469-713-5200	rogersk@lisd.net		972-350-9500

Signature (blue ink preferred)

Date signed

701-16-109-006



Schedule #1—General Information

County-district number or vendor ID: 061902 Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/> x	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/> x	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/> x	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/> x	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/> x	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/> x	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/> x	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/> x	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/> x	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/> x	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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On this date:

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 061902 Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Letter of Partnership Intent	A signed letter of intent from both parties; Local Education Agency and a Texas Rising Star 4 provider. See page 15 of the Program Guidelines for additional information.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 061902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Districts or charter campuses will be required to initiate and implement a minimum of one contractual preK partnership with a TRS 4 provider/s within 6-18 months of receiving grant approval. If a minimum of one contractual agreement is initiated, a district or charter may also use the funding to expand SRI partnerships.
4.	Each contractual agreement for provision of preK 3 and 4 by private provider must include at least one of the following: a) District Charter b) District of Innovation c) Contract for Educational Services
5.	SRI expansion must include provision of: a) Curriculum and progress monitoring tool for prekindergarten students served in the private child care center b) Shared professional development and training for private child care center including but not limited to use of CLASS (Classroom Assessment Scoring System) and review of prekindergarten guidelines for improving teacher instruction
6.	Every grant application must include planning for at least one contractual agreement with a TRS 4 private provider and include a letter of intent signed by a TRS 4 provider to be considered for the grant.
7.	The applicant shall agree to contract with a TRS 4 provider for a minimum of 3 years given the private provider continues to maintain TRS 4 status and perform at identified levels of performance as agreed to within the contract.
8.	The applicant will use the grant funding to plan and implement a minimum of one 3 year contractual agreement with a TRS 4 private provider and, if intended, expand SRI partnerships.
9.	The applicant will use the grant funding, if intending to expand SRI, to include curriculum, professional development for private provider staff, and use of student progress monitoring in.
10.	The applicant will use the funding to implement use of the CLASS to inform instructional coaching to prekindergarten teachers.
11.	The applicant will use the funding to align or purchase curriculum for the private provider/s.
12.	The applicant will use the funding to provide early childhood professional development, that is being offered to district educators, to TRS 4 providers and other TRS 2 and TRS 3 level providers in the community.

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13.	The applicant will use the funding to develop a sustainability plan for continuation and expansion of partnerships after the grant period.
14.	The applicant will use the funding to provide for a prekindergarten student progress monitoring tool within partner provider classrooms.
15.	The applicant will evaluate student outcomes with use of results from a Kindergarten Readiness assessment.
16.	The applicant will include students enrolled in 3 and 4 yr old private provider classrooms in the PEIMS data submission for the district.
17.	The applicant will implement the compliance and monitoring tool provided by Texas Education Agency a minimum of two times a year to assist with monitoring private providers for compliance and identification of effective practices.

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Schedule #3—Certification of Shared Services ---N/A

County-district number or vendor ID: 061902

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount

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	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 061902 Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20	County-District #	Name	Telephone number	Funding amount

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	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 061902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 061902

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			

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6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 061902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Lewisville ISD envisions partnerships through which children will be prepared for kindergarten through intentional instruction in prekindergarten and high-quality child care outside of school hours. Expanding access to high quality prekindergarten programs for low income families will increase prekindergarten enrollment. In addition, collaboration with a high quality child care provider will enrich the children's experience outside of the three-hour prekindergarten instructional day. Through partnerships, the district and child care providers can share knowledge, experiences and resources to benefit children and their families.

Families who have not enrolled their children have indicated that the lack of full day services and transportation are the major barriers to their participation. Providing transportation for prekindergarten is not a viable option due to safety requirements. Many private child care providers do not offer transportation for prekindergarteners for the same reason. To address the lack of full day services, the district has opened full day pre-k classes at six locations. The classes fill quickly, leaving many families with no option other than full day child care. High quality prekindergarten through Lewisville ISD is not accessible to them.

The first district's first committed partner is Creek Valley Kindercare, a 4-Star provider in Carrollton. The facility is licensed for 152 but currently serves only 80. The center's operating hours are 6:30 a.m. – 6:30 p.m., offering full day, full year services. Lewisville ISD serves 95 four-year-olds eligible for prekindergarten in this area of the district. However, there are 148 kindergarteners in the same area who meet the prekindergarten eligibility criteria. Counting discrepancies for both three- and four-year-olds, families of more than 125 children who would be eligible for prekindergarten may be interested at this location. By partnering, the provider anticipates opportunities to build staff capacity in effective instructional practices and understanding of public school standards. By offering a more comprehensive service to families of pre-kindergarten age students, the provider projects to have increased enrollment as well.

Lewisville ISD will employ a project coordinator to facilitate the collaborations, coach teachers and recruit participating families. The project coordinator will work with the District Early Childhood Program Supervisor and the childcare center directors to ensure alignment of curriculum, instruction, and assessment. The coordinator will collaborate with the North Central Texas Workforce Solutions Office to identify other child care centers potentially eligible for partnerships in the near future. The project will be presented to directors of these centers, along with professional development opportunities for their staffs. There are currently 42 approved child care providers including four 4-star, three 3-star and one 2-star centers located in the district.

Every pre-kindergarten classroom in this project will use curriculum based on the Texas Education Agency's Prekindergarten Guidelines (Revised 2015), strategies to increase kindergarten readiness and the required CLASS assessment. Staff in project classrooms will collaborate with staff in campus-based prekindergarten classes to ensure alignment and consistency.

At this time, the district anticipates using a contract for educational services model for the initial partnership as required by

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the grant, with possible later implementation of the School Readiness Integration model. Exploration of options will occur with each potential partner during the planning year.

With the PreK Partnership Planning Grant funds, the district intends to develop one partnership and implement at least one classroom at this location for the 2016-2017 school year. In addition, the district will take steps toward the development of at least two other partnerships with tentative plans to open at these locations for the 2017-2018 school year. By collaborating, the district and the child care providers will be able to leverage assets to increase kindergarten readiness, supporting children and their families in new ways.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 061902

Amendment # (for amendments only):

Program authority: The Child Care and Development Block Grant Act of 2014 (CCDBG) and Texas Education Code (TEC) §29.158

Grant period: February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.

Fund code/shared services arrangement code: 203/292

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Pre- Award Cost
Schedule #7	Payroll Costs (6100)	6100	\$113,000	\$	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$40,400	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$40,744	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$2,500	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$0	\$	\$	\$
Total direct costs:			\$196,644	\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$3,356	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$ 196,644	\$3,356	\$	\$

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$	\$
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Administrative Cost Calculation

Enter the total grant amount requested:	\$ 200,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$10,000
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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RFA #701-16-109; SAS #226-17

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 061902

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
Academic/Instructional					
1	Teacher			\$	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator	1		90,000	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
15	Title			\$	\$
16	Title			\$	\$
17	Title			\$	\$
18	Subtotal employee costs:			\$90,000	\$
Substitute, Extra-Duty Pay, Benefits Costs					
1	6112	Substitute pay		\$ 4,500	\$

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2	0	6119	Professional staff extra-duty pay	\$ 3,500 \$
2	1	6121	Support staff extra-duty pay	\$ 2,000 \$
2	2	6140	Employee benefits	\$ 13,000 \$
2	3		Subtotal substitute, extra-duty, benefits costs	\$ 23,000 \$
2	4		Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):	\$113,000 \$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 061902

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land	\$ 13,000	\$
	Specify purpose: possible rental at partnership location		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$ 13,000	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Pre-Award
1	Professional development	\$7,500	\$
2	Partner Collaboration—substitutes for employees of partners and other expenses incurred during the planning process	\$15,000	\$
3	CLASS Assessment	\$3,500	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		26,000	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$1,400	\$
(Sum of lines a, b, and c) Grand total		\$40,400	\$

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 061902		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Pre-Award
6300	Total supplies and materials that do not require specific approval:	\$40,744	\$
Grand total:		\$40,744	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 061902		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$2,500	\$
Grand total:		\$2,500	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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RFA #701-16-109; SAS #226-17

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 061902

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$ 0	\$

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Texas Education Agency

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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RFA #701-16-109; SAS #226-17

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 061902

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total district enrollment: 53,200

Category	Number	Percentage	Category	Percentage
African American	5,242	9.8%	Attendance rate	96.9%
Hispanic	14,868	27.9%	Annual dropout rate (Gr 9-12)	.7%
White	24,592	46.2%	Students taking the ACT and/or SAT	71.6%
Asian	6,546	12.3%	Average SAT score (number value, not a percentage)	1610
Economically disadvantaged	17,081	32.1%	Average ACT score (number value, not a percentage)	23.4
Limited English proficient (LEP)	7,884	14.8%		
Disciplinary placements	671	1.2%		

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	144	3.9%	No degree	141	3.8%
Hispanic	365	9.8%	Bachelor's degree	2,652	71.0%
White	3,101	83.1%	Master's degree	913	24.5%
Asian	42	1.1%	Doctorate	27	.7%
1-5 years exp.	822	22.0%	Avg. salary, 1-5 years exp.	\$50,279	N/A
6-10 years exp.	846	22.7%	Avg. salary, 6-10 years exp.	\$51,392	N/A
11-20 years exp.	1, 292	34.6%	Avg. salary, 11-20 years exp.	\$54,315	N/A
Over 20 years exp.	634	17.1%	Avg. salary, over 20 years exp.	\$63,802	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 061902

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	80														80
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	2														2
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															2
TOTAL:															

Part 5: Campuses to Be Served with Grant Funds

Campus Name	Campus #	Selection Criteria

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Schedule #13—Needs Assessment

County-district number or vendor ID: 061902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment began with the generation of questions regarding the connection between prekindergarten and the district's mission.

- Is LISD reaching all of the students who could potentially participate in the program?
- If not, what are the barriers to their participation?
- Are students who attend LISD prekindergarten being successful?
- Are area child care providers aligned with LISD prekindergarten and kindergarten expectations and practices?
- What has the district already done to impact these factors and what has been the result?

Knowledge of the eligibility for State-funded prekindergarten provided a foundation for this analysis. In Lewisville ISD, 14% of those who attend prekindergarten qualify only as limited English proficiency. Another 22% are eligible only on the basis of family income. However, another 57% of the participating children are both limited in English proficiency and from economically disadvantaged homes. The district compared the number of children in kindergarten with those in kindergarten. This review identified a sizable gap between those who were eligible and attended; and those who were eligible but did not. While approximately 1600 were being served; another 1200 were potential participants.

An earlier survey conducted by the Early Childhood Office revealed that lack of full day services and/or transportation were the top reasons parents of eligible children did not participate. To address this issue, the district has initiated full day prekindergarten at several locations. These classes are open from 7:15-3:00. At most locations, classes have filled up rapidly. But coupled with an increasing population and changing demographics, the gap between eligible and participating students continues to grow.

The Texas Education Agency's Federal Report Card for 2014-2015 showed significant differences between the districtwide results on STAAR and those for the student groups eligible for prekindergarten. The passing rates for third and fourth-grade reading and math scores were at least 20% lower for Economically Disadvantaged and for English In 2014, the Hanover Institute conducted a study of the longitudinal impact of Lewisville ISD prekindergarten. Findings included LISD students who enrolled in prekindergarten, on average, scored between 2.2 and 2.6 percent higher on Grade 3 and Grade 4 STAAR math and 1.4 and 2.1 percent higher on reading than those who were eligible but did not enroll in prekindergarten. The greatest differences were among economically disadvantaged students.

Outreach efforts to child care centers in the past have includes area meetings with directors and sharing of parent education resources (Ready Rosie). Various district-provided professional development sessions have been opened to private child care providers. Questions from participants reveal a lack of understanding about realistic expectations and appropriate standards for young children who will be entering the public school. Instruction is not coordinated.

To prioritize the needs for the purpose of this application, the district recognized that increasing enrollment was the key to providing effective instruction that would impact achievement. If the students are not enrolled, they cannot access the high quality instruction and other supports. District officials recognized that learning does not begin the first day of public school. What happens to children prior to enrollment at home or in child care contributes to their development. By aligning private child care providers with public school standards and practices, increased effectiveness can be attained.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 061902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Many families eligible for State-funded prekindergarten are not accessing the program offered at the district's campuses. Working families need a program with more than three-hours as they can not transport their children to and from other locations during the day.	By engaging in partnerships with high quality child care providers, the district will provide new opportunities for working parents to access prekindergarten. Child care providers already provide full day, full year services for working parents. The grant program will increase access to PreK for children of working parents.
2.	Coordination between early education and the public school system lacks depth and intensity.	The grant program will enable the district to develop deeper connections with child care providers who are committed to high quality. Each partnership will include extended collaboration and shared professional development which will build bridges of understanding.
3.	Performance on the STAAR are lowest for students in the student groups of economically disadvantaged and English Learners. Economically disadvantaged students make up 79% of the current prekindergarten enrollment.	By increasing participation of additional children in prekindergarten, the district proposes to increase the academic success of this student group on STAAR. Professional development for partner and district staff will address effective strategies for working with economically disadvantaged young children.
4.	Performance on the STAAR are lowest for students in the student groups of economically disadvantaged and English Learners. English Learners have the lowest participation rate of prekindergarten students	By increasing participation of English Learners in prekindergarten, the district plans to impact the achievement of this student group on STAAR. Professional development for partner and district staff will address effective strategies for working with students who are English Learners.
5.	Instruction between private child care centers and the public school is not coordinated.	The district and local child care centers will have the opportunity to develop common language, share curriculum and implement consistent instruction and communication to benefit families.

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Schedule #14—Management Plan

County-district number or vendor ID: 061902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1	Project Coordinator	Bachelor's Degree, knowledge of public and private school programs for three- and four-year-olds, ability to establish and maintain relationships, and provide instructional coaching
2	Administrative Assistant	Organizational skills, ability to use technology to produce documents, communicate with others and compile data

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1	Build initial partnership.	1. Explanation of grant parameters to all parties	02/20/2017	03/20/2017
		2. Development of implementation plan	02/20/2017	04/01/2017
		3. Development of partnership agreement documents	02/20/2017	03/20/2017
		4. Purchase of classroom resources	03/20/2017	07/15/2017
		5. Recruitment of project staff	03/20/2017	06/15/2017
2	Implement professional development and collaboration	1. Development of professional development plan	02/20/2017	04/01/2017
		2. Training related to child care and TRS standards	03/01/2016	08/01/2017
		3. Training related to Texas PreK Guidelines	03/01/2016	08/01/2017
		4. Cross-program visits for staff	03/01/2017	08/01/2017
		5. Collaborative planning between classroom staff	03/01/2016	06/01/2018
3	Promote the opportunity in the community among parents	1. Promote collaboration and registration	02/20/2017	02/20/2017
		2. Target marketing to parents of non-participants	02/20/2017	02/20/2017
		3. Inform parents of educational and financial benefits	02/20/2017	05/20/2018
		4. Inform parents at partner location	02/20/2017	05/20/2018
		5. Use social media and other digital options	02/20/2017	05/20/2018
4	Promote the opportunity among providers who are prospective future partners	1. Identify centers within reach of 4-Star designation	02/20/2017	05/20/2018
		2. Promote projects among these identified centers	02/20/2017	05/20/2018
		3. Encourage the pursuit of 4-Star quality designation	10/20/2017	05/20/2018
		4. Initial and prospective partners discuss project	10/20/2017	05/20/2018
		5. Begin work to establish additional partnerships	10/20/2017	05/20/2018
5	Evaluate	1. Monthly meetings between district and partner	02/20/2017	05/20/2018
		2. Identify sources of data needed	02/20/2017	05/20/2018
		3. Gather data and compile for project leaders to review	02/20/2017	05/20/2018
		4. Analyze data to determine needed refinements	02/20/2017	05/20/2018
		5. Use evaluation information for other partnerships	02/20/2017	05/20/2018

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 061902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Lewisville ISD utilizes continuous improvement processes to monitor the attainment of goals and objectives. The Superintendent meets weekly with assistant superintendents to review progress on district goals and other matters. The Assistant Superintendent meets weekly with division directors to do the same. In turn, the Director of Elementary Curriculum and Programs meets weekly with content and program administrators to coordinate efforts, review data and evaluate progress on individual and team goals. As needed, the administrators identify areas needing additional attention and/or additional data sources. These may include enrollment data, participant surveys and student achievement. Information is communicated to administrative staff, teachers, students, parents and members of the community according to the nature of the issue. Administrators participate in leadership meetings at least once a month, and share topics with teachers regularly as well. The district's Communications Department makes extensive use of social media and other digital communication to reach parents and community members.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has collaborations with other community organizations to bring support to students with needs that extend beyond the classroom. Communities in Schools of North Texas provides coordination, mentoring and other types of support for families at four campuses. A collaboration exists between PediPlace, a local pediatric clinic serving those with economic challenges. The district office of Strategic Initiatives and Community Engagement coordinates various types of partnerships with local business in support of campus and classroom endeavors. The district also has experience running childcare programs for the children and grandchildren of employees. Two programs housed on campuses were licensed to provide care for three- and four-year-olds. Both the Early Childhood Program Supervisor and the Director of Elementary Curriculum and Programs served as directors of the licensed programs and are familiar with licensing standards.

To coordinate efforts to maximize the use of grant funds, the district will use good stewardship practices and make sound financial decisions. Planned purchases will be reviewed prior to purchase to ensure alignment to curriculum and durability for use with three- and four-year-olds. The project coordinator will work under the direct supervision of the Early Childhood Program Supervisor. The project coordinator and partner center director will work collaboratively to build a strong relationship based on trust, honesty and professionalism. Their attitude of positive leadership will be shared with the classroom staff on a regular basis, through informal and formal strategies. The selection of open-minded classroom staff will be essential for building the partnership. Classroom staff will receive training in effective communication skills, teamwork and co-teaching as needed. By providing coaching to the classroom staff, the project coordinator will support them in identifying areas for refinement, revision and reinforcement. Classroom staff losing commitment to the purposes and procedures of the grant program will be coached, and if necessary, removed and/or reassigned. The partnerships will be sustained after the grant period through the use of ADA funds.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 061902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Compile and analyze program enrollment data	1.	Change in enrollment in prekindergarten from the previous year
		2.	Change in the enrollment in prekindergarten at LISD campuses
		3.	Change in demographics of participating students in prekindergarten
2.	Compile and analyze attendance information	1.	Differences between attendance in prekindergarten at different locations
		2.	Types of absences at the different locations
		3.	Impact of different program expectations and practices on attendance
3.	Monitor program quality	1.	Use of CLASS observation data as measure of interaction quality
		2.	Parent surveys to monitor satisfaction with instructional day services
		3.	Parent surveys to monitor satisfaction with wrap-around services
4.	Compile and analyze student achievement data in PreK at various locations	1.	Performance on eCircle Progress Monitoring (district-required)
		2.	Performance on other district assessments
		3.	Performance on partner-determined assessments(if applicable)
5.	Compile and analyze student achievement data in kindergarten to determine	1.	Performance on kindergarten readiness instruments (grant-required)
		2.	Performance of participating students on TELPAS (if applicable)
		3.	Performance of participating students on district assessments

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- Compile and analyze program enrollment data—The district uses Skyward for student data management. Additional documents may be required by the partners in order to meet program standards.
- Compile and analyze student attendance data—Likewise, the district uses Skyward to store information on student attendance. Attendance information is reported by classroom teachers and monitored by teachers and campus administrators. Parents provide written documentation giving the reasons for their children's absences.
- Monitor program quality: Using CLASS at the partner site will bring teacher-interaction data to the evaluation process. At least twice during the project period, parents will be asked to respond to a survey about their families' experience.
- Compile and analyze student achievement data in PreK at various locations—The project coordinator and partner will make recommendations regarding the coordination of assessment tools.
- Compile and analyze student achievement data in kindergarten—The district currently administered ISIP as a kindergarten readiness instrument. The district will review the data for students who attended prekindergarten at the campuses, at the partner site, and those with similar demographics who did not attend prekindergarten.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: XXXXXX 061902

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/> x	<input type="checkbox"/> x
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/> x	<input type="checkbox"/> x
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/> x	<input type="checkbox"/> x
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/> x	<input type="checkbox"/> x
B06	Provide staff development on effective teaching strategies for diverse	<input type="checkbox"/>	<input type="checkbox"/> x	<input type="checkbox"/>

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B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX 061902

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX 061902

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	with drug-related issues			
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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RFA #701-16-109; SAS #226-17

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX 061902

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX 061902

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/> x	<input type="checkbox"/> x
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> x
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> x
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/> x	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/> x	<input type="checkbox"/> x
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX 061902

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX 061902

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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